



# Abstracts for Staff Development Conference

## 21<sup>st</sup> & 22<sup>nd</sup> April 2009

Educational Development Centre

### Keynote Speaker Abstracts:

**Terry Marler - EDC**

**Teaching and Learning Strand**

**Creating Flexible Learning Resources**

"Flexible learning" started for me in 1981 with handouts and cassette audiotapes. This year I am a privileged observer of a virtual birthing unit in Second Life. In between we have seen online resources, interactive resources, e-books, YouTube, WikiEducator - and even the rediscovery of audio! Flexibility in learning demands appropriate and accessible resources, and yet these often have to be produced within a tight budget and a short timespan. This presentation will review the field of resources for flexible learning, and suggest some useful sources of information, with a particular focus on the cost-benefit aspects of sustainable resource production.

**Peter Brook - CLC**

**Effective Use of Technology Strand**

Since the magic lantern, educators have always sought the ultimate gadget that would yield huge responses in engagement and learning. This session will discuss some of the issues associated with effective use of technology and some of the impediments to universal adoption.

**Tim Brazier – Otago Institute of Sports and Adventure**

**Self-Care Strand**

Tim will speak about Triathlon activities he has been involved in and organised plus his work around motivating adults and children to become physically fit.

**Dr Sam Mann – Information Communication Technology**

**Sustainability Strand**

Sam will speak about sustainability in educational organisations, and how this relates to all staff.

**Panel Speaker Abstracts:****Leigh Blackall - EDC****Teaching and Learning Strand Panel****Composing free and open educational resources**

Free and open educational resources are a way to improve accessibility and equity, lower costs of production, market courses, network with other educators, and attract participation from students with a wider range of experiences. Wikipedia is an often cited example of a free and open reference resource, along with other similar initiatives like Wikiversity and Wikibooks that seek to use the same collaborative model to develop free and open courses and text books. Commercial services like Youtube and Blip.tv offer a seemingly infinite selection of video and audio, as do non-commercial services like Ourmedia and Archive. How can teachers locate and effectively use these free and open educational resources?

**Russell Butson - HEDC, Otago University****Teaching and Learning Strand Panel****Role of Resources in Higher Education: An alternative view**

I will give a 10min presentation outlining the place of resources (content) within the traditionally teaching-learning paradigm. I will then introduce a new paradigm where content/resources are redefined and repositioned. As part of this new view I will emphasize the place of students and the role of technology. Finally, I will offer some suggestions on how institutions could adopt and support this new approach.

**Ruth Lawson – Veterinary Nursing****Teaching and Learning Strand Panel****Creating a Wikibook for teaching Anatomy and Physiology to Veterinary Nursing Students**

Background: Each year approximately 30 fulltime and 150 distance students enrol on the Otago Polytechnic Veterinary Nursing course. They have a range of backgrounds, abilities and ages but almost all are female.

Anatomy and physiology is a core subject area of the course and is a challenge for many. Distance students in particular require an accessible text and supporting material to facilitate their independent learning. Last year (2008) the Anatomy and Physiology textbook was updated and transferred into Wikibooks, supplemented with learning exercises which were accessible through WikiEducator. The Wikibooks project was seen as pioneering in open education, and the author was invited to integrate the book with activities in WikiEducator to showcase the use of this medium for the delivery of learning material.

Presenting the material in this way has several potential benefits. It is free and easily accessible allowing the lecturer (and potentially the students) to add and revise when required --- even during a class. It also makes it simple for other educators to contribute to the development of the material so it remains accurate and up to date. The feedback from students has been very positive. Initial concerns about others' "stealing" the material on WikiBooks, have been allayed by the increased profile obtained for the Veterinary Nursing course and Otago Polytechnic. Also sales of self-published hard copies of the book on Lulu.com have attracted a revenue stream for the School.

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**Jean Ross - Nursing  
Teaching and Learning Strand Panel**

Shares with the contributors about the vision, funding application, facilitation and development of an edited text published in New Zealand. Based on the work of 17 New Zealand rural nurse contributors, the book provides a broad overview of topics relating to rural nursing. Topics range from theory development, to describing and adapting practice for the contemporary rural landscape, as well as research relating to clinical practice. This book received Rural Innovative Funding from the Ministry of Health for its development, publication and web page access

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**Bronwyn Hegarty - EDC  
Effective Use of Technology Strand Panel  
How do you know if the magic you weave is working?**

Evaluation is a powerful way to test the waters and find out if the *magic* you conjured up, when you introduced an innovation, is actually the sparkling star you intended, or, a fungus eating away at your students' resolve. Some scenarios where evaluation can be used to measure the success of introducing flexibility into classrooms will be outlined.

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**Raewyn Lesa & Marg Foster – Nursing  
Effective Use of Technology Strand Panel  
Utilising simulation to aid students learning**

Using simulation to aid student learning has developed greatly over the last few decades. Benefits of simulation include realistic preparation for rare and difficult cases, you can make errors without causing harm to patients and you can keep repeating certain scenario's until the students has learnt it. Simulation has become widely accepted as a safe method to constantly practice skills and rehearse emergency situations.

The nursing school has 'Millie' a mannikin that produces realistic sounds such as lung and heart sounds. This session will present both verbally and practically (Millie will come with us) how scenario based learning, using simulation can aid students learning.

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**Andrew Sewell – Information Communication Technology  
Effective Use of Technology Strand Panel  
Eating my own dogfood**

A grab-bag of the information technology and techniques I have developed and used for teaching over the past 9.5 years at OP. Brief explanations of each and anecdotal evidence on effectiveness and student response to each.

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**Terry Buckingham - HR  
Self-Care Strand Panel  
Stress and Work**

An overview on stress as it applies to the workplace. Stress management will be discussed from an Occupational Health and Safety perspective. ACC and Dept of Labour stances on Stress in the workplace will be explored. Strategies for dealing with stress and Otago Polytechnics proactive approach to Stress Management will be outlined.

**David McQuillan - Social services****Self-Care Strand Panel****Options for managing and reducing your stress levels**

I will give an overview of methods of stress reduction and management including meditation, progressive muscle relaxation, breath retraining and massage. The benefits and downfalls of each of these methods will be related to the lifestyle of a typically polytech employee.

**Anna Milliken - Social services****Self-Care Strand Panel****Defining Pathways**

What is supervision, counselling, mentoring, and mediation? What purpose do they serve? A brief 10 minute power point presentation on exploring meanings, self awareness and the unfamiliar.

**Maurice Vaughan – Social services****Self-Care Strand Panel****Self-directed Exercise**

10 minute warm up exercise for participants: exploring work/life balance - positive and negative aspects.

**Mike Wright – Chaplain****Self-Care Strand Panel****Spiritual Tools for Self Care & Sustainable Living**

A brief overview of two ancient yet contemporary spiritual tools for developing a more balanced and sustainable lifestyle here at Otago Polytechnic - and beyond: 'sabbath' & 'the examen'.

**Anna Hughes – EDC****Sustainability Strand Panel****Education for Sustainability at Otago Polytechnic**

I will be outlining the aim of our EfS policy and the general process each department is going through, to influence what "every graduate may think and act...". I'll be showing and explaining a couple of the policies then talking through the process of: understanding EfS, creating a vision of what a sustainable practitioner might look like for your department, and explaining how to form that into a statement and graduate profile, create learning outcomes, assessment and ways to teach for sustainability re content and process.

Otago Polytechnic is leading the way in EfS in the tertiary sector simply by instigating the process of integration into all courses and the 'every graduate' approach, however we have a long way to go to truly produce sustainable practitioners in every field. Every staff member needs to understand sustainable practice, research course-specific content, and become familiar with the recommended process of teaching for sustainability. At this stage departments have been working through the process using different models/approaches. Shortly we will be circulating a process that we would like all departments to work through.

**Presentation Abstracts:****Jenny Aimers – Research Office****How to prepare a PBRF Evidence Portfolio**

This workshop will look at the processes and guidelines for preparing an evidence portfolio of your research for the next Performance Based Research Fund round in 2012. This will include a hands on session using the evidence portfolio template and will also look at C and B graded portfolios from the 2006 round and discuss why they were successful in gaining a funded category in the evaluation.

**Leigh Blackall - EDC****Why big is better than small: How engaging internationals online improved local engagement and outcomes**

The Educational Development Centre has been running several courses online that are free and open to anyone who wishes to participate. The Facilitating Online Communities course recently attracted over 100 participants (more than the usual 8), resulting in a significantly different online learning atmosphere with observable benefits in the form of socially supported learning. Following on from this experience, the Flexible Learning and Evaluation of eLearning for Best Practice courses have also been made open access, seeing more modest improvements as a result. The EDC is attracting a lot of interest in this model through international educational development circles, with papers and presentations being accepted at key Open Educational Resources events and journals.

**Matthew Blair & Adain Summerfield – Otago Institute Sports and adventure Screen-monitor for wellness**

To introduce and complete screening and monitoring before the commencement of an activity programme in accordance with ACSM (American College of Sports Medicine) guidelines (Whaley, 2006).

**Terry Buckingham - HR****Computer Health and Safety**

## Benefits of Working Safely with Computers

- Employers and Employees Responsibilities
- Organising VDU work
- Office layout
- Ergonomics
- What is OOS or DPI ?

**Willie Campbell, CAPL, Jacquie Hayes, Emma Hogg, Craig West, CLC****Beyond Credit Transfer: The art of recognising learning through living**

You will know what a graduate from one of your taught courses looks like, what skills, knowledge and attributes they will take into the workplace. In this interactive workshop we will explore the art of recognising these skills and attributes in people who enter a course with rich learning from domestic, commercial, voluntary and leisure activities. We will focus our lens to translate experience into recognisable components of that graduate's toolkit.

**Imogen Coxhead - Applied Business  
Communicating well through email**

Email is a popular and fast channel of communication which invites spontaneity, but which is fraught with misuse. This workshop will examine the common problems encountered with emails, and will look at strategies for composing effective, positive and persuasive emails.

**Josie Crawley - Nursing  
Children's Picture Books are a Tertiary Teaching Tool**

Children's picture books are an underutilised tool in tertiary education. Skillful use of the right story can help build students' thinking skills and emotional literacy as well as encourage reflection. This presentation will explore the special features of children's picture books and discuss some examples of how I use these within the Nursing degree programme.

**Heather Day, Programme Manager, GCTLT - EDC  
Using Assessment to Enhance Learning**

Are you using assessment just to produce a final grade for your course, or are you using it to its full potential as a tool to enhance learning? This is an interactive learning session involving some presentation, lots of discussion and hands on activities in small groups and working in pairs. This workshop encourages you to relook at how you are using assessment and consider other ways of using assessment within the courses you teach/facilitate. To get the most from this session bring along a copy of the assessments for one of your courses.

**Jacquie Hayes - CLC  
Microsoft Office 2007 applications – Word, Excel, PowerPoint – changes you need to know about when using 2007 versions**

A series of sessions will be held to inform staff about the changes they need to know about when moving from Microsoft Office 2003 to Microsoft office 2007 applications of Word, Excel and PowerPoint. Half hour presentations about the "ribbon" (menu) for each MO application will be demonstrated in a lecture theatre. The overview sessions for each application will be followed by a choice of hands on sessions where participants can practice the new tools by doing some computer exercises relevant to their work needs. The hands on sessions will be held in the Forth St Community Learning Centre (CLC) where facilitators will be available to assist participants. It is not necessary to go to all the sessions – register for the particular ones that meet your needs.

**Bronwyn Hegarty - EDC****Is it contemplating your navel or is it reflective practice?**

This workshop is suitable for both academic and general staff. It is designed to help you find ways to become more in tune with your performance and role in the workplace. In the session you will be introduced to the notion of reflective practice, and helped to figure out what you value in your job, your strengths and weaknesses, and how you can learn from the everyday comings and goings in the workplace. We will take a look at how you might use both negative and positive incidents which occur and turn them to your advantage. Practical exercises will be used to help you to develop self-awareness (your values), description (writing and dialogue), critical analysis (identify strengths and weaknesses), synthesis (different perspectives) and evaluation (judge your performance). The use of these techniques can enhance your work performance, your interactions with others and give you an “edge” in the workplace. We will also take a look at the use of journals, and use a simple three-step approach to recording events and what you might learn from them.

**Robyn Hogan - CAPL****Emotional Intelligence and Well-being**

This will be a practical workshop where you will be given the opportunity to explore where the term 'emotional intelligence' (EI) came from, what it means and how it affects you and your relationships with colleagues, students, friends and family. We will look at how you could apply a basic understanding of emotional intelligence in your interactions with the people around you. You will be given the opportunity to identify different aspects of EI and try a couple of activities to support and enhance your emotional intelligence.

The workshop will not concentrate on an academic analysis of emotional intelligence. Rather it will give you the opportunity to try some very practical and real ways of understanding and utilising EI in your day-to-day life so that you can function in a more relaxed, focused and effective manner.

**Anna Hughes, EDC & Ella Lawton, Natural Resources****Integrating Education for Sustainability (EfS) in your teaching**

The objective of this workshop is to help individual teachers see where EfS may fit into their subject area, how process and content could be developed to integrate EfS smoothly and with relevance. There maybe the opportunity to work on learning outcomes, assessment ideas, content and process specific to your class.

The workshop will start with an activity to help with understanding and knowledge of EfS. We will look at the process of integrating sustainable practice at a programme document level, including the goals and stepping stones to reach them. We will share examples and work in pairs, groups and individually to advance each participants direction in developing their EfS content.

Participants are asked to bring course outlines, any resources they already have and a pen. There will be some courses very well suited to sustainability content and process and others that will have little or none. We will look at the level of sustainable practice that your course lends itself to.

**Linda Robertson, Jackie Herkt, Rita Robinson, and Linda Wilson – Occupational Therapy**  
**Learning from our colleagues**

The School of Occupational Therapy offers postgraduate education to occupational therapists throughout New Zealand and also the world, through distance only methods. Our students are our colleagues in practice, most of whom work, have families as well as being involved in study. Over the past few years we have developed a set of understandings about supporting people who may be new to web based learning, and new to postgraduate education. Using the format of a recently submitted book chapter, each presenter will take 5 to 10 minutes to talk about and demonstrate key strategies they use in this form of education. We will share our understandings of supporting and structuring students into use of Blackboard discussions, the use of international partnering across programs, the use of Wiki, Google documents and their advantages and disadvantages. We will share stories of our experiences which have not always gone smoothly! As a result of these experiences, we have increasing numbers in our postgraduate education. We think they and we have learned from our colleagues in practice. You may be interested in learning from us.

**Mark Jackson - Campus Environment**  
**Sustainable Decision Making**

This presentation is to help staff develop their decision making skills in relation to sustainability. Concepts and examples of the process of sustainable decision making and some specifics around purchasing and event management will be covered.

Recycling will also be addressed especially around its place in creating sustainable practices. There will be time for questions and discussion around the operational practices of sustainability.

**Hillary Jenkins – Applied Business**  
**Curriculum development and delivery using Wikieducator**

Presentation and discussion on using open access platforms for curriculum development and delivery in the area of tourism. The presentation will demonstrate:

- Increased use of the Internet to support face to face and distance learners
- Use of Wikieducator to develop open education and training resources and network internationally
- Use of assessment to inform learning and assess prior learning for both self paced and work based learners who are using the Wikieducator and blog resources at a distance
- Collaboration efforts, locally, nationally and internationally
- Use of staff and course blogs to document both development and course progress and to support the learners using the resources on Wikieducator
- Development of a progressive Intellectual Property Policy that has the organisation adopting a Creative Commons Attribution license for all its resources.

**Kitty Keogh & Jane Field – Student Advisory Group**  
**Playing your part in student retention**

All staff, in whatever role, have a part to play in supporting students to pursue and complete studies at Otago Polytechnic. This presentation will describe and discuss effective ways to promote student retention and in particular some of the challenges facing first year students.

**Penelope Kinney, Occupational Therapy & Jacinda Boivin, Bill Robertson Library**  
**An example of collaborative partnership between OT school and the Bill Robertson Library**

This workshop will begin with a presentation on how the staff from the School of Occupational Therapy and the Bill Robertson Library are working together to provide online support for Postgraduate distance students. It will begin by looking at how this concept was developed and move through the process staff followed to ensure a quality service has been provided and finally what it actually looked like for the students.

The workshop will then become hands on and Jacinda will outline what she and the staff at the Bill Robertson Library can provide for individual lecturers as well as depts/schools. Save yourself time and effort by making the most of the library services available to you. Come along and learn how to set up alerts (including contents pages) of new issues of your favourite journals. Get familiar with the advanced features of Google Scholar including how to direct export to Endnote. Set up an RSS feed of new titles added to the Library. Find out about our new service – Article linker. Plus whatever burning questions you have on the day! Work towards sustainable use of scarce resources.

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**Helen Lindsay – Foundation Learning**  
**A New Approach to Bridging the Gap – Using the Learning Progressions**

This is a mixture of theory and experiential learning. It will begin with an introduction to the Learning Progressions for Adult Literacy and Numeracy, followed by a workshop session whereby staff will ‘map’ an assessment task against a strand in the progressions to determine the literacy and or numeracy demands of the task. Staff can bring their own assessment task or use a task provided.

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**John Llewellyn – HR**  
**Harassment and Bullying Prevention**

This course will inform staff about how to prevent and manage cases of harassment and bullying that may arise at Otago Polytechnic. Please advertise this as the Otago Polytechnic compulsory course being offered for staff who have not done it and find it hard to make the time in normal workdays. People who have done this previously need not attend unless they wish a refresher.

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**Terry Marler – EDC**  
**Moodle.....the story so far**

Otago Polytechnic’s experience with Moodle is fairly short – but a lot has been achieved already by the School of Midwifery. A premature birth (due to collaboration with CPIT which uses Moodle as a Learning Management System) and a very inexperienced Moodle midwife (me!) has nevertheless produced a healthy offspring. This session will showcase some of the ways that the brave and innovative Midwifery staff are using Moodle as a more constructivist tool for student engagement than is possible with Blackboard.

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**David McQuillan – Social Services**  
**Stress Management using breath retraining**

In this workshop you will learn about the relationship between stress and breathing, and a simple, practical technique which is very effective in managing stress both as it is occurring and on an ongoing basis.

**Anna Milliken - Social Services****Concretising the abstract**

Students from the Interpersonal Development course become script writers, film producers, actors and camera operators in the process of understanding group dynamics. Producing a video, as well as reporting on group process during this task, follows a flexible learning model. An outline of the course aims and learning outcomes sets the context from which this group project (an assessment task) emerged (power point presentation). The trials and tribulations of working with technology and trusting: (a) each student group to produce a creative end product (b) technicians to organise the equipment, and (c) myself to keep 'the show on the road' has become an ultimately rewarding process for both students and myself. Samples of the end product (students' DVD's) will be shown.

**Terry Morris – Information Communication Technology****Item analysis and formative assessment**

The usefulness of automatic item analysis of objective assessments has been recognised for many decades and has been effectively implemented since the first mark sense readers and mini-computer platforms appeared in the late 1970s. Despite its potential, the educational penetration outside national and some larger institutional examination systems remains low. The presentation introduces appropriate techniques for automated formative assessment and suggests the potential and possibilities for Tertiary education. Simultaneously, it seeks views about its relevance to Otago Polytechnic and possible mechanisms for its introduction.

**Veronique Olin & Susan Ellis - EDC****DIY Audio (using Audacity)**

In this hands-on workshop you will be introduced to Audacity, a simple and freely-available tool for recording and editing your own sound files. You can use sound in online presentations and it can easily be added to PowerPoint lectures. Audio can also be added to Blackboard or Moodle as well as to websites. Examples of uses will be discussed and demonstrated.

Once you have the basics of producing your own audio we will consider the effective use of audio resources for teaching and learning, and options for publishing to websites such as MyPlick or SlideShare or Internet Archive.

Extra notes: Participant limit to 10 for a 2-hour workshop

**Bridget O'Regan - Ako Aotearoa****Finding the key to Ako Aotearoa project approval**

The mission of Ako Aotearoa, the National Centre for Tertiary Teaching Excellence is:

*Through a focus on enhancing the effectiveness of tertiary teaching and learning practice, to assist educators and organisations to enable the best possible educational outcomes for all learners.*

The Regional Hub Project Funding scheme (up to \$10,000 per project) is one of our approaches to providing this support. As the southern hub coordinator for Ako Aotearoa, responsible for administering the scheme in the South Island, I am keen to support a range of projects that will enhance teaching and learning.

This hands on session is designed for people who are new to research and/or to applying

for external funding that will enable them to investigate and develop effective teaching and learning practices. They will initially discuss and identify an area of interest, something about teaching and learning that puzzles them, something they want to share, or something they want to learn more about.

Brainstorming and activities will then be used to develop a process that will enable them to turn these ideas/questions into an application for funding that will meet Ako Aotearoa's criteria.

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**Kim Thomas - Natural Resources  
Sustaining Sustenance**

This is an action packed hands on experience that will take participants through seed sowing, growing vegies and herbs in containers, planting guide for Dunedin edibles, composting, worm farming, THE LIVING CAMPUS project and a look at Permagrow.

I would like to be able to send everyone home with some veg/herbs in containers and price wise we are looking at 20.00 for 40litres of good quality potting mix and around \$4.00 per 5 litre container and 3.50 per punnet of plants plus 3.00 for a detailed planting guide for Dunedin so 13.00 per person but they will take home great info and goodies.

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**Brian Treanor - ISS  
Practical Digital Photography**

A half-day hands-on session covering practical aspects of using digital cameras of various types for the production of images to be used in courses/presentations/on-line/trade-me, etc. Participants should have, or have access to, their own digital camera for the sessions. All relevant cables/handbooks/chargers, etc. must be brought on the day - especially fully charged batteries!

Numbers will be strictly limited to ten participants because of the hands-on nature of the session.

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**Maurice Vaughan - Social services  
The Danger of Violent Interactive Video Games**

This presentation will explore the notion that all males are genetically predisposed to violence and aggression. It will look at the experience of men in combat and what behaviour emerges in such a context and argue that most males are reluctant killers and will avoid doing so if at all possible. It will describe the effects of military training on young men and relate this knowledge to the danger of interactive video games, which have the potential for producing violent script decisions in young males.

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**Chris Williamson – Social services  
Creative Assertiveness**

Part 1: Increasing effective communication (or how to set a boundary without having to yell and scream).

Part 2: Supporting others without taking over and fixing it for them.